

CARVERS BAY MIDDLE

13000 Choppee Road
Hemingway, South Carolina 29554

GRADES 6-8 Middle School

ENROLLMENT 431 Students

PRINCIPAL Darryl Stanley 843-545-0918

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	34	12

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Below Average	Good	N/A
2003	Below Average	Below Average	No
2004	Below Average	Unsatisfactory	No

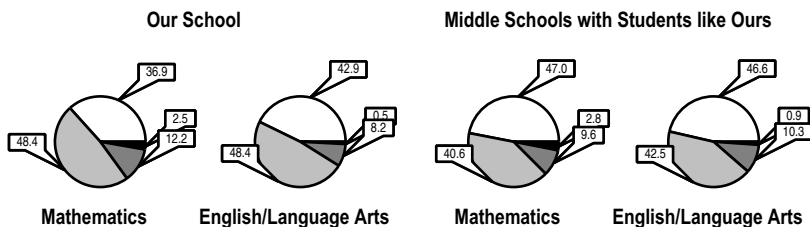
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

96.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	422	99.8	42.8	48.5	8.3	0.5	15.5	No	Yes
Gender									
Male	228	100.0	45.2	47.5	7.4	0.0	12.4		
Female	194	99.5	39.9	49.7	9.3	1.1	19.1		
Racial/Ethnic Group									
White	55	100.0	24.5	54.7	18.9	1.9	28.3	Yes	Yes
African-American	365	99.7	45.5	47.5	6.7	0.3	13.6	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	332	100.0	41.2	49.4	8.8	0.6	17.0		
Disabled	90	98.9	48.8	45.1	6.1	0.0	9.8	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	422	99.8	42.8	48.5	8.3	0.5	15.5		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	421	99.8	42.9	48.4	8.3	0.5	15.5		
Socio-Economic Status									
Subsidized meals	369	99.7	45.8	47.8	6.3	0.0	12.7	No	Yes
Full-pay meals	53	100.0	22.6	52.8	20.8	3.8	34.0		

Mathematics - State Performance Objective = 15.5%									
All Students	422	99.8	36.8	48.5	12.3	2.5	25.8	Yes	Yes
Gender									
Male	228	100.0	36.4	47.0	13.4	3.2	25.3		
Female	194	99.5	37.2	50.3	10.9	1.6	26.2		
Racial/Ethnic Group									
White	55	100.0	24.5	41.5	28.3	5.7	49.1	Yes	Yes
African American	365	99.7	38.8	49.3	9.9	2.0	22.3	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	332	100.0	32.4	50.0	14.5	3.1	30.5		
Disabled	90	98.9	53.7	42.7	3.7	0.0	7.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	422	99.8	36.8	48.5	12.3	2.5	25.8		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	421	99.8	36.8	48.4	12.3	2.5	25.8		
Socio-Economic Status									
Subsidized meals	369	99.7	38.6	49.3	10.4	1.7	21.6	Yes	Yes
Full-pay meals	53	100.0	24.5	43.4	24.5	7.5	52.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	158	100.0	44.3	40.3	15.4	N/A	15.4
	Grade 7	136	100.0	44.6	47.7	7.7	N/A	7.7
	Grade 8	144	99.3	44.6	46.8	7.9	0.7	8.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	129	99.2	43.3	48.0	7.1	1.6	8.7
	Grade 7	166	100.0	45.2	46.4	8.4	N/A	8.4
	Grade 8	127	100.0	41.7	52.8	5.5	N/A	5.5

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	158	99.4	36.9	45.6	14.8	2.7	17.4
	Grade 7	136	99.3	39.2	53.1	3.8	3.8	7.7
	Grade 8	144	99.3	35.7	55.7	7.9	0.7	8.6
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	129	99.2	27.6	48.8	19.7	3.9	23.6
	Grade 7	166	100.0	36.7	50.6	10.2	2.4	12.7
	Grade 8	127	100.0	48.0	44.9	6.3	0.8	7.1

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 431)				
Students enrolled in high school credit courses (grades 7 & 8)	16.2%	Up from 12.6%	8.9%	14.6%
Retention rate	5.1%	N/A	4.5%	3.0%
Attendance rate	96.8%	Down from 97.0%	94.9%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	17.3%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	14.7%		8.1%	5.3%
Eligible for gifted and talented	9.4%	Down from 10.2%	5.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	21.7%	Up from 17.8%	15.0%	13.9%
Older than usual for grade	10.7%	Up from 7.6%	7.9%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 1.2%	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 31)				
Teachers with advanced degrees	45.2%	Up from 36.1%	47.7%	48.7%
Continuing contract teachers	74.2%	Down from 77.8%	71.4%	81.7%
Highly qualified teachers**	91.3%	N/A	88.2%	90.4%
Teachers with emergency or provisional certificates	13.8%		11.4%	5.3%
Teachers returning from previous year	81.2%	N/A	77.2%	85.1%
Teacher attendance rate	94.4%	Up from 93.3%	94.4%	94.8%
Average teacher salary	\$40,742	Up 6.1%	\$38,840	\$40,566
Prof. development days/teacher	7.8 days	Up from 6.2 days	11.6 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	16.5 to 1	Down from 17.9 to 1	18.7 to 1	21.3 to 1
Prime instructional time	89.8%	Up from 89.1%	87.4%	89.3%
Dollars spent per pupil*	\$8,484	Up 1.4%	\$6,615	\$5,821
Percent of expenditures for teacher salaries*	50.1%	Down from 51.7%	60.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	50.4%	Down from 53.3%	87.4%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Carvers Bay Middle School remained committed to excellence in education during the 2003-2004 school year. The supportive and talented school staff enhanced the success of each student by giving instruction promoting critical thinking, the love of learning, and social maturity. CBMS provided opportunities for students to attain their potential to become responsible, productive citizens and lifelong learners in an ever changing, culturally diverse world by offering an academically and technologically challenging curriculum in a safe, nurturing environment. All teachers participated in rigorous staff development training including SIP (Standards in Practice), Differentiated Instruction, Assessment Strategies, Critical Thinking Skills, Writing Across the Curriculum and Problem Solving Based Instruction. School goals included additional focus on writing and math skills. All students were challenged to advance at least one level on PACT. Below basic math students attended a math challenge class where the teacher provided instruction in mental math, use of graphic calculators, vocabulary and projects that provided practice with the five process standards. Students to receive additional instruction in language arts and math utilized an Extended Day Program and homework center. The school's PTO provided funding for motivational awards for students, school beautification projects and student extracurricular projects. The School Improvement Council and Title I School Wide Planning Team provided support for all school programs. Challenges for the upcoming year will be sustaining student motivation and keeping parents involved in school events.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	132	53
Percent satisfied with learning environment	85.7%	79.4%	80.8%
Percent satisfied with social and physical environment	80.0%	87.0%	75.5%
Percent satisfied with home-school relations	42.4%	89.4%	60.8%

*Only students at the highest middle school grade level at this school and their parents were included.